

**SALUDA HIGH**  
160 Ivory Key Road  
Saluda, South Carolina 29138

**GRADES** 9-12 High School

**ENROLLMENT** 536 Students

**PRINCIPAL** James Crawford 864-445-3011

**SUPERINTENDENT** Dr. Pete Stone 864-445-8441

**BOARD CHAIR** Allen Harmon 864-445-7249

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	21	9	2	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Excellent	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Good	Excellent	No
<b>2004</b>	Good	Excellent	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	67.5	N/A	N/A	73.1	N/A	N/A
<b>Passed 1 subtest</b>	22.0	N/A	N/A	14.3	N/A	N/A
<b>Passed no subtests</b>	10.6	N/A	N/A	13.0	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	90.2%	94.0%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	18.4	12.2
<b>Seniors who met the SAT/ACT requirement</b>	18.4	12.3
<b>Seniors who met the grade point average</b>	52.6	48.1

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	111	203
<b>Number of Diplomas</b>	91	149
<b>Rate</b>	82.0%	73.7%

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	112	90.2	114	18.4	111	82.0	YES
<b>Gender</b>							
Male	59	89.8	58	13.8	58	77.6	N/A
Female	53	90.6	56	23.2	53	86.8	N/A
<b>Racial/Ethnic Group</b>							
White	74	100.0	70	27.1	70	92.9	N/A
African-American	34	73.5	41	4.9	38	65.8	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	4	I/S	3	I/S	3	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	97	95.9	99	21.2	97	88.7	N/A
Disabilities other than speech	15	53.3	15	0.0	14	35.7	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	112	90.2	114	18.4	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	2	I/S	1	I/S	0	N/A	N/A
Non-Limited English Proficient	110	90.9	113	18.6	111	82.0	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	52	78.8	49	16.3	49	65.3	N/A
Full-pay meals	60	100.0	65	20.0	62	95.2	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	126	98.4	15.6	30.3	33.6	20.5	59.0	YES	YES
<b>Gender</b>									
Male	68	97.1	18.2	30.3	30.3	21.2	54.5	N/A	N/A
Female	58	100.0	12.5	30.4	37.5	19.6	64.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	72	98.6	5.6	19.7	43.7	31.0	77.5	YES	YES
African-American	44	97.7	28.6	47.6	16.7	7.1	31.0	NO	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	108	99.1	11.3	29.2	35.8	23.6	65.1	N/A	N/A
Disabled	18	94.4	43.8	37.5	18.8	N/A	18.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	122	98.4	14.4	29.7	34.7	21.2	61.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	121	98.3	14.4	29.7	34.7	21.2	61.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	54	100.0	30.2	35.8	24.5	9.4	41.5	YES	YES
Full-pay meals	72	97.2	4.3	26.1	40.6	29.0	72.5	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	125	99.2	27.0	28.7	32.8	11.5	53.3	YES	YES
<b>Gender</b>									
Male	67	98.5	30.3	22.7	28.8	18.2	50.0	N/A	N/A
Female	58	100.0	23.2	35.7	37.5	3.6	57.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	71	100.0	14.1	26.8	40.8	18.3	71.8	YES	YES
African-American	44	97.7	50.0	26.2	23.8	N/A	28.6	NO	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	108	99.1	23.6	29.2	34.0	13.2	55.7	N/A	N/A
Disabled	17	100.0	50.0	25.0	25.0	N/A	37.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	121	99.2	28.0	27.1	33.1	11.9	54.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	120	99.2	28.0	27.1	33.1	11.9	54.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	54	100.0	43.4	34.0	20.8	1.9	30.2	YES	YES
Full-pay meals	71	98.6	14.5	24.6	42.0	18.8	71.0	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 536)</b>				
Retention rate	10.2%	Up from 10.0%	10.2%	9.1%
Attendance rate	96.2%	Down from 99.7%	95.7%	96.0%
Eligible for gifted and talented	9.1%	Down from 9.2%	4.0%	5.8%
With disabilities other than speech	16.2%	Up from 15.7%	13.3%	12.7%
Older than usual for grade	11.4%	Up from 10.8%	10.2%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.0%	1.6%	1.6%
Enrolled in AP/IB programs	13.1%	Down from 14.2%	9.2%	10.2%
Successful on AP/IB exams	33.3%		43.5%	53.8%
Annual dropout rate	1.1%	Down from 1.4%	3.2%	2.7%
Career/technology students in co-curricular organizations	13.1%	Up from 11.7%	5.2%	3.6%
Enrollment in career/technology center courses	387	Down from 394	407	466
Students participating in worked-based experiences	83.9%	Up from 49.0%	21.6%	25.7%
Career/technology students mastering core competencies	88.0%	Up from 72.4%	75.7%	77.7%
Career/technology completers placed	100.0%	No change	98.7%	99.3%
<b>Teachers (n= 41)</b>				
Teachers with advanced degrees	39.0%	Up from 34.9%	49.5%	52.0%
Continuing contract teachers	63.4%	Down from 72.1%	80.0%	82.1%
Highly qualified teachers**	88.0%	N/A	90.5%	89.5%
Teachers with emergency or provisional certificates	23.1%		8.7%	8.6%
Teachers returning from previous year	81.1%	Down from 81.5%	84.9%	86.2%
Teacher attendance rate	96.3%	Up from 95.6%	94.8%	95.3%
Average teacher salary	\$34,805	Up 1.5%	\$40,469	\$41,060
Prof. development days/teacher	13.6 days	Up from 10.8 days	10.2 days	10.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	25.8 to 1	Up from 23.3 to 1	26.9 to 1	26.4 to 1
Prime instructional time	89.5%	Down from 93.9%	89.3%	90.0%
Dollars spent per pupil*	\$8,145	Up 5.3%	\$6,212	\$6,310
Percent of expenditures for teacher salaries*	49.0%	Down from 51.0%	58.0%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	91.1%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	<b>State Objective</b>	<b>Met State Objective</b>
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Saluda High School has distinguished itself as an educational institute proud of the quality of education and variety of opportunities made available to its students. We are committed to providing a state of the art learning experience to our culturally diverse and highly competent student body. A well-trained and highly motivated faculty, staff and administration lead this learning experience.

The commitment to excellence continues to show outstanding results. Our 2003-2004 seniors received \$1,062,450 in merit based scholarships: 4 Palmetto Fellows, 6 Teaching Fellows, 57 LIFE Scholarships, 18 Southern Regional Educational Board's Achievement winners, 1 State Department Academic Award, and 4 National Language Exam winners. Maintaining a rich tradition in Athletics and Vocation, our Varsity Football team earned Regional Championship status, Soccer team advanced to playoffs, Chess team tied 3rd in the state, with top female high school player in the state, and 5 seniors signed college athletic contracts. In our ongoing efforts to improve the Agriculture program, additional changes are planned for the next school year, and expectations are high.

A key component to Saluda High's continued success is parent involvement. Realizing that effective communication and participation is essential to parent involvement, we incorporated 4 Parent Nights through Title I. Parents, students, faculty and administration interacted while admiring students' art and theater talents.

To continue our mission to improve the transition from middle to high school, we will implement the Premier Go Program. This program is character-based and will help students make positive choices under pressure, improve communications with others, and help them measure change in their lives.

The momentum established in 2003-2004 will be upheld, because the administration, faculty, and staff are committed to preparing our students for higher education and/or the workforce by offering the highest quality education possible.

Otis J. Freeman, Principal

Patsy Rhodes, Chair School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	49	94	19
Percent satisfied with learning environment	89.8%	74.5%	52.6%
Percent satisfied with social and physical environment	97.8%	79.8%	68.4%
Percent satisfied with home-school relations	75.0%	79.8%	47.4%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.